

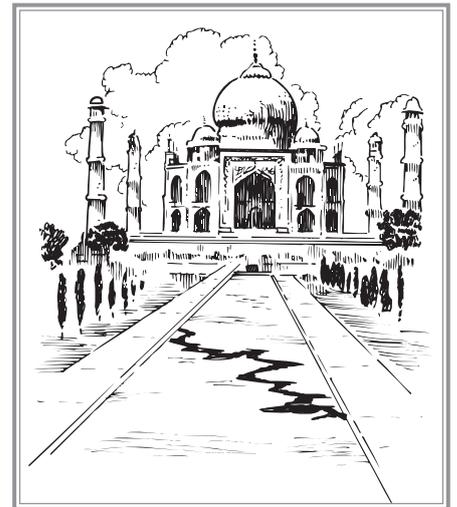
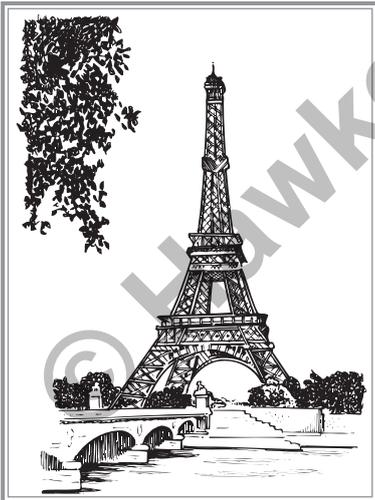
Years 4–6

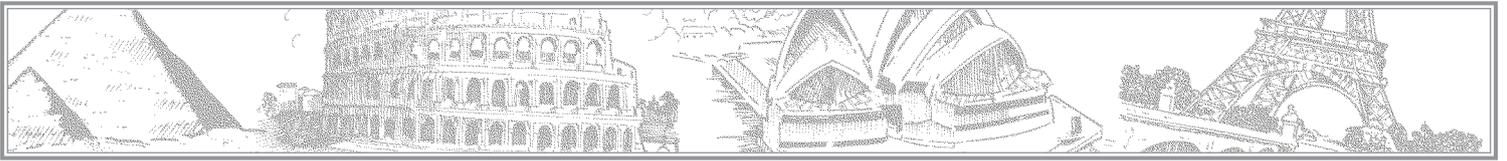
CIRCLING THE WORLD

# FAMOUS LANDMARKS

By  
Cynthia Adams

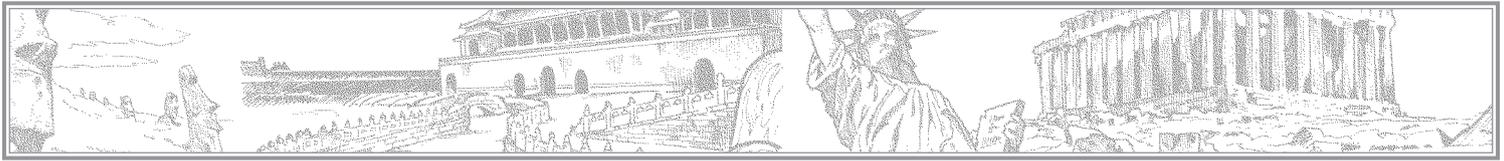
Inside illustrations by  
Marc F. Johnson





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# Introduction

*World Famous Landmarks* is a perfect complement for your units of study on world geography! Divided into six continental regions to correlate with the Australian Curriculum: Geography for Years 4–6, *World Famous Landmarks* is intended to help you give your primary-age students an understanding of the amazing variety of both natural and constructed landmarks throughout our world. Forty-nine specific landmarks are described and explored.

Every structure explored in *World Famous Landmarks* is introduced through an initial information page that gives important geographical information about the landmark. Each information page contains a few questions, some of which may be answered by carefully reading the page, while others require further research in order to challenge your students. Vocabulary words are printed in bold type to alert you and your students to an avenue of study that might need to be researched.

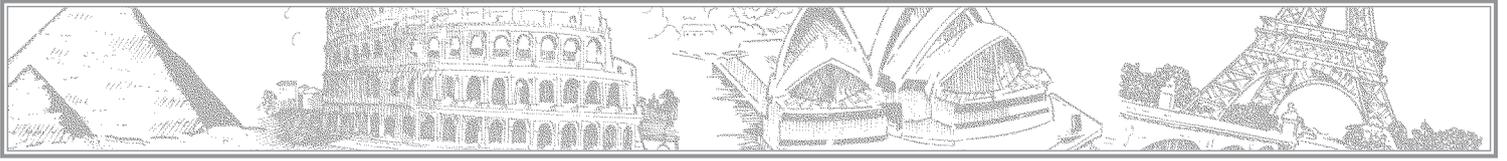
Following the information page for each landmark is a page with four projects, ready to be cut out and attached to index cards for easy filing in a learning centre. These projects can be approached individually or as a team effort. Each of the four projects falls within a different learning area, supporting the integration of geography education with learning in other subjects. To complete your learning centre on a particular landmark, a third activity page offers a follow-up activity.

The activities in *World Famous Landmarks* are a great way to introduce students in Years 4–6 to the study of continents outlined in the Australian Curriculum: Geography. The table below displays the content descriptions and elaborations from the Geographical Knowledge and Understanding strand that deal specifically with the continental regions addressed in this book. However, the resources provided are also effective when used to support study across a range of curriculum subjects, including science, civics and citizenship, the arts, history and more.

## Continents in the Australian Curriculum: Geography Knowledge and Understanding Strand for Years 4–6

Year 4	<p>The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents (ACHGK020)</p> <ul style="list-style-type: none"> <li>• using geographical tools, for example, a globe, a wall map or digital application such as Google Earth, to identify the major countries of Africa and South America and their relative locations</li> <li>• using a globe to investigate the Great Circle routes of aeroplane travel between Australia and the major countries of Africa and South America</li> <li>• researching the main types of natural vegetation and native animals in a climate zone in Australia and comparing them with those found in a similar climate in Africa or South America</li> </ul>
Year 5	<p>The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents (ACHGK026)</p> <ul style="list-style-type: none"> <li>• using geographical tools, for example, a globe, wall map or digital application such as Google Earth, to identify the relative location of the major countries of Europe and North America and their environmental characteristics</li> <li>• researching the changes made by people to a particular environment in a country in Europe or North America</li> </ul>
Year 6	<p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031)</p> <ul style="list-style-type: none"> <li>• using geographical tools, for example, a globe wall map or digital application such as Google Earth to identify the geographical division of Asia into North-East, South-East, South Asia and West Asia (the Middle East)</li> <li>• exploring the diversity of environments, in the Asia region, or in part of the region, or in a country in either North-East, South-East or South Asia</li> <li>• investigating the differences in the population size, density, life expectancy and per capita income between countries across the world</li> <li>• describing the location of places in countries of the Asia region in absolute terms using latitude and longitude</li> </ul>

Adapted from ACARA 2014, *Australian Curriculum: Geography*,  
<http://www.australiancurriculum.edu.au/humanitiesandsocialsciences/geography/Curriculum/F-10>



# Africa

Africa is the second largest continent. It has over 50 independent countries and several political units. It is a continent of contrast, with untouched natural beauty, rainforests, deserts and modern cities.

In the early 1900s, Europeans colonised Africa in order to control its valuable resources. Africans fought the European takeover and by the middle of the century a large number of the colonies were independent. Unfortunately, many leaders of the new nations were not prepared for the economic and social problems that followed. In some cases, military officers overthrew the new governments and created dictatorships. Wars among cultural groups still threaten the continent.

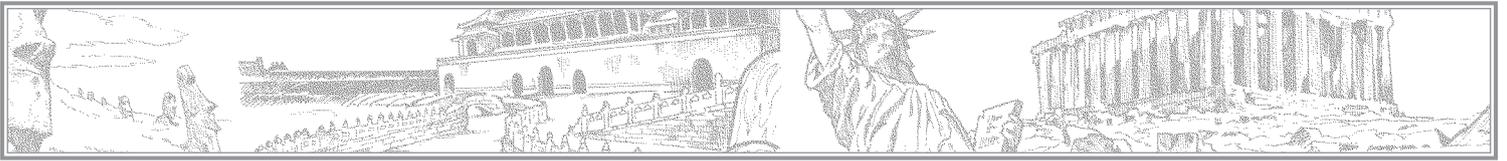
The six countries of northern Africa have close ties to Europe and the Middle East. They form a region apart from the African countries south of the Sahara. Most of the people living in Mauritania, Morocco, Algeria, Tunisia, Libya and Egypt speak Arabic and practise Islam.

There are about 1.1 billion people in Africa today. Three-quarters of them are members of cultural groups with the same religion, language and traditions. Most of the people live in rural areas, earning money by growing crops or raising livestock. Others have moved to the cities for better jobs and a modern way of life. Many African countries need foreign aid to support their people.

Africa produces most of the world's supply of cassava, cocoa beans and yams. There are also large deposits of copper, diamonds, gold and petroleum. Tourists, drawn to the continent because of its wildlife, are important to the economy of Africa. Wildlife, including giraffes, elephants, lions and zebras, live on the grasslands of eastern and southern Africa.

The continent has the world's longest river, the Nile; the largest desert, the Sahara; and the highest single mountain, Mount Kilimanjaro.

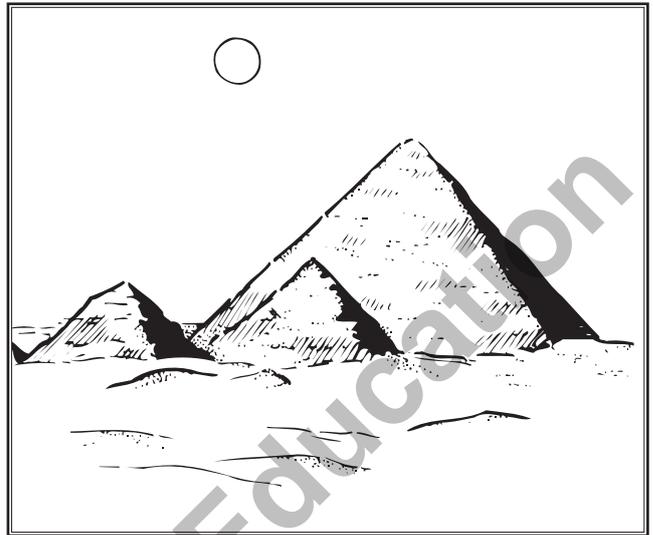
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# The Great Pyramid

When it was built, the Great **Pyramid**, a tomb for the **Pharaoh** Cheops (also known as Pharaoh Khufu), was the tallest structure in the world. It is 146 metres high and took more than 20 years to complete. There are several smaller pyramids and two temples still standing with the Great Pyramid at Giza.

The Great Pyramid contains two and a half million blocks of **limestone** and **granite**. Each block weighs more than 2 tonnes. The base of the pyramid covers about 230 metres on each side. It is as high as a 40-storey building. **Archeologists** have learned a great deal about ancient Egyptians by studying the pyramids.



It is believed that building the structure required the labour of thousands of people and took between 20 and 30 years. After a priest determined true north to position the pyramid, workers prepared the ground to make a level base. Before any construction began, **masons** dug underground chambers, one of which would hold the pharaoh's **sarcophagus**. A strong roof was built over the **burial chamber**, then the **cornerstones** were put in place and the main blocks were laid on the base. A network of passages was built into the many layers of stone block which were moved into place with a system of levers, rollers and planks. Finally, the granite **capstone** was added to the top.

Ancient Egyptians believed that people who died lived in an **afterlife**. They removed the organs from the bodies and wrapped them in linen cloth. Food, clothing, furniture and jewellery were buried with the body.

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## Answer in complete sentences.

1. Why was the Great Pyramid built?
2. What were the steps to building the Great Pyramid?
3. How was it possible for the Egyptians to move the heavy stones without wheels?
4. Why was mummification important to the ancient Egyptians?
5. What famous part-human and part-animal statue is located at Giza?

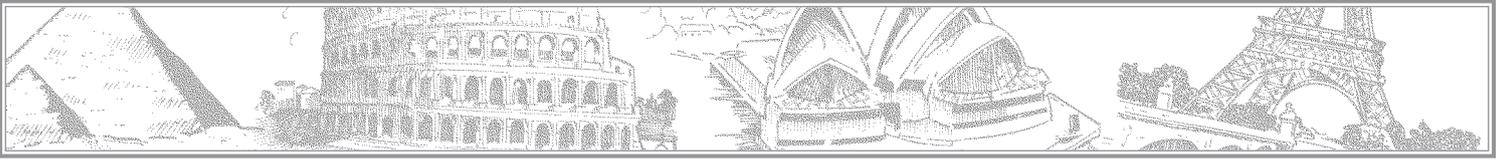
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## Website:

<http://www.nationalgeographic.com/pyramids/khufu.html>



Access this reproducible resource at: [go.hbe.com.au](http://go.hbe.com.au)



## Creative writing

*You will need:*

- ✓ nonfiction books about pyramids around the world
- ✓ paper
- ✓ pencil.

The ancient cultures of South and Central America also built pyramids. Do you think they could have known about the Egyptian pyramids? Give reasons to support your answer.

## Art

*You will need:*

- ✓ paper
- ✓ pencil
- ✓ textas.

Hieroglyphics were carved into stone or painted on the walls of tombs. Work with a partner to create a system of picture writing like the Egyptians used. Create a different symbol for each letter of the alphabet. Using these symbols, print your name and the names of your family members.

## Science

*You will need:*

- ✓ 12 unsharpened pencils
- ✓ string
- ✓ two rulers
- ✓ several differently-sized wooden blocks.

Demonstrate the Egyptian method for moving heavy stone blocks by using the pencils as rollers, the string for rope, and the rulers as levers. What simple machines were the Egyptians using?

## Research

*You will need:*

- ✓ encyclopedia
- ✓ paper
- ✓ pencil.

Read about another Egyptian king named Tutankhamen. He became king at the age of nine and died at eighteen. Make a list of the contents of his four-room tomb.





# The Great Pyramid

## *Mummification*

Ancient Egyptians were mummified after death. The process, which took about 70 days, was done by special priests. The body was laid under a canopy and taken to the burial site. Priests washed the corpse and rubbed the body with *natron* (a kind of salt) to dry and preserve the skin. They coated the face with resin to protect it. A priest removed the lungs, liver, stomach and intestines and stored them in separate jars. The body was then stuffed full of bandages, resin, sawdust and natron. After this, each part of the body was bandaged separately. Finally, the head was painted green and a lifelike face was added.

*Choose one:*

- ▲ If you could omit one step in the mummification process, which would it be? Explain your choice.
- ▲ Invent a new, simpler procedure that would effectively preserve bodies. Write at least five steps.
- ▲ Select one step of the mummification process and write about your impressions as if you were there. Draw an illustration.
- ▲ Read and summarise the myth of Osiris, believed to be the basis for the mummification ceremony. You can look for information in your school or local library, or research on the Internet.



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